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ABSTRACT

In 1986, and again in 1990, faculty and classified staff opinion surveys were conducted at Glendale Community College in California. The survey consisted of 136 questions divided into 6 sections: job satisfaction, personal information, working environment, campus management, educational goals, and student services. Results from the 1990 survey were compared to 1986 survey results. Responses were grouped into full-time faculty, hourly faculty, full-time classified staff, and part-time classified staff. Among the results of the survey were the following: (1) although approximately 50% of respondents rated job satisfaction as "highly" or "somewhat" satisfactory, there was a significant decline in the proportion of classified staff indicating that they were satisfied with opportunity for advancement, creativity, contribution, and support from the supervisor; (2) favorable impressions about the working environment were equal or slightly better than in 1986, except in regard to condition of bathrooms on campus, where both faculty and classified personnel satisfaction rates dropped significantly; (3) for the 1990 survey, 61% of faculty felt that campus governance had improved over previous years, while only 30% of classified staff were in agreement; and (4) both faculty and staff felt more emphasis should be given to achieving the educational goals of the college. Background to the development of the survey and detailed breakdown of responses to each question by employee group are included. (GFW)

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CAMPUS VIEWS
1990

JC900486

by

Scot L. Spicer

September, 1990

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SUMMARY

This report briefly reviews the development of faculty and classified staff opinion surveys conducted at Glendale Community College in 1986 and 1990 and then presents the results from these surveys. The survey responses provide a comprehensive view of opinions held about the college environment and its operation and should be useful for campus decision-making.

Ultimately, it is the purview of the campus governance structure, college administration, and the Trustees to interpret and act on the attached data. As the report details, further analysis of the data is possible to respond to additional questions and concerns that will arise from the development of policy and institutional direction; for example how do gender, age, or assignment affect various opinions of the college environment.

The survey shows that while both faculty and classified staff find their jobs highly rewarding, classified staff do not find the material rewards and personal development opportunities as satisfactory as do the faculty. In general, the faculty and classified staff of 1990 find their working environment adequate and improved over the conditions in 1986. Faculty and classified staff are aware of, make referrals to, and find that students are assisted by the student support services available on campus. Further, there is evidence of strong commitment to the mission and goals assigned to community colleges by the Master Plan for Higher Education.

The area of campus management and decision-making has seen much activity since the 1986 campus survey, and this movement has been reflected in the opinions held at the college. There is, however, a significant split between faculty and classified staff; where faculty say the current situation has improved with a clearer delineation of responsibility than in 1986, the classified staff do not note an improved opportunity for their participation.

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BACKGROUND

This report provides an historical background to the 1990 faculty and staff Campus Survey conducted at the request of the Long Range Planning Committee. The report includes highlights from the 1990 survey and provides results from the previous 1986 survey for comparison and study by the campus governance structure.

The initial questionnaire was developed in concert with the 1985-86 accreditation self study. Nine campus committees, organized to respond to individual standards within the accreditation self study guidelines, submitted items for the faculty, classified staff, and student surveys executed during the spring of 1986. While all committees submitted items, the Institutional Staff Committee directly oversaw the survey of the classified staff, while the Goals & Objectives and Governance & Administration Committees were the most actively involved in the construction of the final survey forms. While essentially parallel, the surveys sent to the faculty and classified staff in 1986 were not identical.

In 1986 the faculty, staff, and student versions of the campuswide surveys had one identical section, "Student Services". For 1990, an effort was made by the members of the Long Range Planning Committee to have the survey forms as nearly identical as possible. Some questions from the 1986 survey were dropped, while others were added for the 1990 effort. Differences between the two surveys, which are substantively minor, are noted in the "Survey Comparisons" sections of this report. The Long Range Planning Committee and the Planning and Research Unit staff made additional modifications to reflect current titles and use the most appropriate and sensitive language in the questionnaire.

In preparing the 1986 questionnaires, a desire to maintain the professional standards of social science research led to the use of "attitude scales" where respondents express agreement or disagreement with an idea instead of describing

their own particular behaviors. Likert-type scales were selected as it was generally felt that these were the most reliable for such efforts. The Likert response scales are ordinal in nature, meaning there are no specific quantifiable relationships between individual "degrees" of positive and negative. However, the categories provided do tend to lead respondents to a level of consistency as response choices help to clarify the questions and provide a clear distinction between favorable and unfavorable comments.

The questionnaire has six sections. The section on respondent demographic variables has assorted response categories based on the nature of the questions. For the review of student services, a "recognition" response scale was developed to allow for multiple evaluation criteria, while the other four sections of the survey -- Job Satisfaction, Working Conditions, Campus Management, and Educational Goals -- use Likert-type response scales.

Section I -- Job Satisfaction -- seeks to establish the basic, long-term attitude of faculty and classified staff towards working at the college. The questions dealt with structural and personal dynamics, areas the institution can to some degree control either through policy or the "atmosphere" within the college.

Section II -- Personal Information -- collects demographic variables which allow for more detailed analysis of the opinions reflected in the data.

Section III -- Working Environment -- contains questions related to actual working conditions, including both physical aspects of the job setting and communication issues with other employees.

Section IV -- Campus Management -- is based on the premise that institutional mission and goals are dependent on the development of a colleagial spirit and a favorable impression of the governance and decision-making process by employees.

These items determine satisfaction with the governance process and existing procedures.

Section V -- Educational Goals -- is designed to provide an evaluation of the college's current operation relative to the appropriate mission and goals of the institution for the next ten years.

Section VI -- Student Services -- is designed to evaluate the effectiveness of student support services by measuring faculty and classified staff awareness, referral of students, and observed student satisfaction with the services.

SURVEY PROCEDURE

The survey procedure was essentially identical in both years. The general campus was formally notified of the survey projects through campus meetings and announcements during May of each year. Awareness was probably higher in 1986 because over 100 individuals were involved in the accreditation self study committees. During late May and early June, the questionnaires were distributed to all faculty and staff at the college with responses returned over the next three to four weeks. The handling of the questionnaire responses insured the anonymity of all respondents.

The survey package received by individual employees consisted of the questionnaire, a scanable general purpose answer sheet, and a number two pencil in a large (9" by 13") envelope. The employee's name was printed on a removable cover letter soliciting the individual's participation. The envelope also had a return address sticker to facilitate return of the response form via campus or U.S. Mail to the Planning and Research Unit. Removing the cover letter removed all reference to the respondents' identification. The cover letter was signed by the Superintendent/President, Accreditation Self Study Chair, and various other campus leadership in 1986; in 1990 it was signed by the President, Long Range Planning Committee Chair, and the presidents of the college's constituent groups.

The response forms were "scanned" into a data base maintained by the Planning and Research Unit on the college's mainframe computer system.

INTERPRETATION OF RESULTS

A summary of "Highlights" will precede each section of the report in effort to facilitate use of the collected data. Notable results form 1990, marked differences between the 1986 and 1990 surveys, and differences between faculty and classified staff are described.

The act of formulating a question for such an undertaking implies that a "positive" situation or perception should exist within the institution for organizational effectiveness and success. Consequently, for basic evaluation a "50 percent rule" should be applied. The "50 percent rule" holds that the institution should have at least 50 percent of the faculty and staff giving "satisfactory", "adequate", or "agree" responses to the questions, leaving the neutral/undecided and unfavorable categories to divide the other half of the responses. Treating the data in this regard leads one to take a "positivist" approach by reducing the responses to "favorable" and "unfavorable" dimensions for a quantitative comparison, admittedly of qualitative data.

Sample Size

Opinion surveys are usually based on a "sample size" theory that allow those conducting the effort to estimate the possible error in their survey. Every effort was made to reach all employees of the college for these surveys, but for one reason or another, not everyone contributed their opinions.

The response rate from hourly faculty was poor in both years, but especially in 1990. This was not surprising for several reasons: An exceptional effort was made to include them in 1986; many of the hourly faculty have other fulltime employment; and a few work in other capacities at the college. Complicating matters in 1990 was that the hourly faculty had been asked to participate, shortly before the Campus Survey, in a

survey on their health insurance needs and interests. Some hourly faculty simply do not feel part of the main campus as they spend their few GCC working hours each week at one of the many satellite facilities. In addition, the 1990 effort to deliver questionnaires to the satellite campuses was not executed with the same diligence as in 1986 due to a shorter timeline for the project. In 1986 all survey packages were delivered by Planning and Research Unit staff to the employment locations of all hourly faculty. In 1990, only the main campus and Garfield campuses had hand delivery by Planning and Research Unit staff to employee mail boxes, while other employees' survey packages were sent through campus mail.

While there is every reason to have confidence in the survey data collected from fulltime faculty and classified staff, one still must determine if observed change in the response distribution represents a real shift in opinion. Table A below lists the sample size and estimated margin of error for each group had the responses been truly random.

Table A

	1986	1990
Fulltime Faculty	147	137
Est. Margin of Error	+/- 3%	+/- 6%
Hourly Faculty	224	86
Est. Margin of Error	+/- 5%	+/- 9%
Fulltime Classified	112	126
Est. Margin of Error	+/- 5%	+/- 6%
Parttime Classified*	59	31
Est. Margin of Error	unknown	unknown

*Parttime Classified not separated in 1986.

Given these figures, the ability to determine a significant shift in opinion consists of any changes greater than the total of the margin of error for the two years. For example, the estimated margin of error for fulltime classified staff is +/- 5 percent in 1986 and +/- 6 percent in 1990, so the total, 11 percent, is the magnitude of change between the positive and negative categories to be absolutely sure a change has occurred. However, as the distribution of responses by campus unit is very close within both years' surveys, the comparability of the two samples is excellent. Any change in a magnitude greater than the margin of error for 1990 is probably a reasonable demonstration of the direction in which opinion is moving.

In the highlights sections, the term "significant" will be used to denote a swing in opinion greater than the maximum margin of error obtained from combining figures for 1986 and 1990.

In 1986 the accreditation self study committees specifically requested that data be separately reported for fulltime and hourly faculty and for all classified staff. This decision was based on the respective roles of these three groups after determining that the differences between fulltime and parttime classified staff were not significant. There was also considerable concern at the time that only the fulltime faculty and classified staff were in a position to fully evaluate and comment upon the institution. The opinion of parttime classified staff and hourly faculty is considered important to achieve institutional excellence and harmony, but the fulltime employees must be the first concern for implementation of change. For this report on the 1990 data, the highlights focus only on the fulltime staff. For reporting consistency, because the 1986 information was previously distributed, it will be reported by the three groupings used in 1986: (fulltime) faculty; hourly (faculty); and classified. However, the 1990 data is reported for each of four categories, (fulltime) faculty, hourly (faculty), (fulltime) classified, and parttime (classified).

SURVEY SECTION I: Job Satisfaction

Highlights

Of the twenty-three questions in this section, faculty and classified staff reflected clearly satisfactory situations (50 percent or more of the responses indicating a "highly" or "somewhat" satisfactory situation) on eleven items. These included: The benefits package; working conditions; job challenge; extent of responsibilities; support from co-workers; support from supervisor; competency of colleagues/co-workers; job security; opportunity for creativity; opportunity for contribution; and communication of policy and procedural guidelines. Nevertheless, in six of these eleven areas, there was a significant decline in the proportion of classified staff indicating that they were satisfied, with opportunity for advancement, creativity, contribution, and support from supervisor among the areas showing a decline in the level of satisfaction. For classified staff, the benefits package and communication of policy and procedures were the two areas where satisfaction increased. Areas of notably increased satisfaction among the faculty were opportunity for career development, the benefits package, and the union contract.

In six of the remaining twelve items, the general perceptions of the faculty and classified staff clearly differed:

> On the issue of salary, 73 percent of faculty found the situation satisfactory, whereas only 34 percent of the classified staff found the situation satisfactory and fully 55 percent of classified indicated their situation was unsatisfactory.
>
> In regard to financial provisions for retirement, both groups had more positive responses than negative; however, among faculty the ratio was 43 percent to 29 percent, while among classified staff, the ratio was 54 percent satisfactory to 20 percent unsatisfactory.
>
> Three questions related to ongoing personal development on the job found faculty more satisfied than classified staff. Under opportunity for career development, 63 percent of faculty were positive while only 29

percent of the classified were. The incentive for upgrading skills was found to be positive by 64 percent of faculty whereas 30 percent of the classified found it so. Both groups indicated positive reactions to the staff development program, but faculty were more favorably disposed by a margin of 78 percent to 49 percent of the classified noting satisfaction.

63 percent of the faculty indicated satisfaction with their union contract, whereas classified were primarily neutral/undecided with 34 percent satisfied.

Among the six remaining items, faculty and classified staff did not have a clearly positive response regarding the subjects, although in general there were more positive responses than negative. These were:

The issue of provisions for retirement health care drew the least satisfactory response overall, with 50 percent of the faculty and 49 percent of the classified staff giving unsatisfied responses.

The availability of career guidance drew statistically equivalent positive and negative responses; 29 percent favorable versus 22 percent unfavorable among faculty, and 29 percent favorable versus 24 percent unfavorable among classified.

Positive impressions prevailed over negative, but most faculty and classified staff were neutral/undecided about the availability of personal counseling.

Most classified staff indicated a neutral attitude towards the handling of tenure decisions, while faculty indicated 45 percent neutral/undecided and 43 percent satisfied.

Faculty were more positive about the situation for maternity leave; overall a large majority of both groups were neutral about the provision -- undoubtedly due to age and gender consideration among the respondents.

Substantial differences between the groups are noted on the issue of opportunity for advancement. Faculty were more favorable -- 45 percent favorable to 25 percent unfavorable -- whereas classified had nearly the reverse, 45 percent unfavorable and 19 percent favorable.

Survey Comparisons

The "Job Satisfaction" section of the questionnaire requested that respondents select one response which would best describe their feelings about each item from the following: A) highly satisfactory, B) somewhat satisfactory, C) neutral/undecided, D) somewhat unsatisfactory, or E) highly unsatisfactory.

	A	B	C	D	E
1) My salary is:					
1990 Faculty	13%	60%	7%	19%	2%
1986 Faculty	14%	58%	5%	17%	6%
1990 Hourly	13%	47%	6%	27%	8%
1986 Hourly	16%	51%	7%	18%	8%
1990 Classified	4%	30%	10%	37%	18%
1986 Classified	3%	25%	13%	26%	33%
1990 Part-time	7%	36%	16%	29%	13%
2) My benefits package is:					
1990 Faculty	34%	45%	9%	10%	2%
1986 Faculty	7%	33%	8%	30%	22%
1990 Hourly	2%	6%	23%	21%	48%
1986 Hourly	1%	7%	24%	10%	58%
1990 Classified	36%	50%	4%	7%	3%
1986 Classified	29%	38%	15%	11%	8%
1990 Part-time	24%	38%	21%	7%	10%
3) Financial provisions for my retirement are:					
1990 Faculty	7%	36%	28%	24%	5%
1986 Faculty	6%	38%	26%	24%	6%
1990 Hourly	4%	6%	31%	16%	44%
1986 Hourly	1%	12%	32%	15%	40%
1990 Classified	10%	44%	27%	12%	8%
1986 Classified	11%	37%	32%	10%	11%
1990 Part-time	10%	32%	31%	10%	11%

4) Provisions for my retirement health care are:

	A	B	C	D	E
1990 Faculty	3%	17%	30%	21%	29%
1986 Faculty	2%	9%	30%	25%	34%
1990 Hourly	5%	4%	20%	22%	49%
1986 Hourly	2%	6%	26%	10%	57%
1990 Classified	3%	19%	29%	26%	23%
1986 Classified	5%	28%	42%	7%	18%
1990 Part-time	10%	10%	45%	21%	14%

5) My working conditions are:

1990 Faculty	33%	41%	5%	15%	6%
1986 Faculty	22%	44%	8%	19%	8%
1990 Hourly	21%	52%	8%	14%	5%
1986 Hourly	29%	43%	7%	18%	3%
1990 Classified	15%	40%	10%	21%	14%
1986 Classified	25%	50%	3%	16%	6%
1990 Part-time	27%	50%	7%	13%	3%

6) Job challenge is:

1990 Faculty	54%	34%	9%	2%	2%
1986 Faculty	62%	30%	3%	3%	1%
1990 Hourly	48%	41%	6%	6%	0%
1986 Hourly	51%	41%	4%	4%	0%
1990 Classified	32%	37%	12%	16%	3%
1986 Classified	38%	42%	10%	9%	2%
1990 Part-time	13%	55%	16%	10%	7%

7) Extent of my responsibilities is:

1990 Faculty	46%	35%	12%	6%	2%
1986 Faculty	47%	40%	6%	5%	1%
1990 Hourly	41%	40%	14%	4%	1%
1986 Hourly	39%	45%	12%	5%	0%
1990 Classified	25%	46%	12%	14%	4%
1986 Classified	39%	41%	11%	8%	2%
1990 Part-time	29%	36%	19%	13%	3%

	A	B	C	D	E
8) Support from co-workers is:					
1990 Faculty	45%	37%	10%	4%	4%
1986 Faculty	51%	32%	6%	9%	3%
1990 Hourly	31%	29%	30%	7%	2%
1986 Hourly	44%	31%	18%	5%	2%
1990 Classified	52%	32%	7%	5%	5%
1986 Classified	58%	27%	6%	8%	0%
1990 Part-time	45%	32%	16%	3%	3%
9) Support from supervisor(s) is:					
1990 Faculty	52%	29%	9%	6%	5%
1986 Faculty	57%	23%	8%	5%	8%
1990 Hourly	40%	30%	20%	6%	5%
1986 Hourly	42%	33%	13%	7%	5%
1990 Classified	45%	25%	8%	10%	12%
1986 Classified	55%	29%	6%	6%	4%
1990 Part-time	52%	26%	7%	13%	3%
10) Competency of colleagues/co-workers is:					
1990 Faculty	39%	45%	8%	6%	2%
1986 Faculty	46%	35%	10%	8%	2%
1990 Hourly	36%	33%	29%	2%	0%
1986 Hourly	40%	36%	21%	2%	0%
1990 Classified	39%	38%	10%	11%	2%
1986 Classified	49%	38%	7%	5%	1%
1990 Part-time	43%	43%	7%	7%	0%
11) Opportunity for career development is:					
1990 Faculty	26%	37%	20%	13%	4%
1986 Faculty	14%	25%	37%	21%	3%
1990 Hourly	8%	17%	41%	18%	16%
1986 Hourly	12%	26%	45%	13%	5%
1990 Classified	5%	24%	28%	20%	24%
1986 Classified	10%	24%	25%	20%	22%
1990 Part-time	7%	20%	40%	17%	17%

	A	B	C	D	E
12) Incentive for upgrading skills is: (Not included on 1986 faculty survey.)					
1990 Faculty	26%	38%	15%	15%	5%
1986 Faculty					
1990 Hourly	8%	22%	38%	17%	14%
1986 Hourly					
1990 Classified	8%	22%	23%	22%	25%
1986 Classified	11%	26%	22%	22%	19%
1990 Part-time	10%	23%	27%	30%	10%
13) Availability of career guidance at Glendale College is: (Not included on 1986 classified staff survey.)					
1990 Faculty	11%	18%	50%	15%	7%
1986 Faculty	10%	21%	43%	19%	9%
1990 Hourly	7%	12%	75%	12%	5%
1986 Hourly	12%	23%	51%	10%	4%
1990 Classified	11%	18%	47%	14%	10%
1986 Classified					
1990 Part-time	10%	20%	43%	17%	10%
14) Opportunity for advancement is:					
1990 Faculty	13%	32%	29%	18%	7%
1986 Faculty	10%	29%	33%	19%	9%
1990 Hourly	2%	8%	41%	23%	26%
1986 Hourly	6%	12%	36%	24%	23%
1990 Classified	3%	16%	29%	25%	26%
1986 Classified	6%	23%	19%	22%	30%
1990 Part-time	3%	17%	33%	27%	20%
15) Job security is:					
1990 Faculty	58%	27%	11%	1%	2%
1986 Faculty	52%	36%	8%	3%	0%
1990 Hourly	7%	17%	38%	21%	16%
1986 Hourly	9%	26%	21%	18%	26%
1990 Classified	35%	51%	10%	3%	2%
1986 Classified	38%	43%	11%	5%	4%
1990 Part-time	19%	55%	19%	7%	0%

16) Availability of personal counseling has been: (Not included on 1986 classified survey.)

	A	B	C	D	E
1990 Faculty	16%	14%	60%	4%	6%
1986 Faculty	8%	14%	62%	8%	8%
1990 Hourly	7%	6%	76%	4%	7%
1986 Hourly	9%	18%	59%	8%	5%
1990 Classified	10%	15%	58%	7%	10%
1986 Classified					
1990 Part-time	17%	23%	43%	10%	7%

17) Opportunity for creativity is:

1990 Faculty	44%	42%	8%	4%	2%
1986 Faculty	44%	42%	7%	5%	3%
1990 Hourly	42%	38%	15%	5%	0%
1986 Hourly	40%	44%	10%	5%	2%
1990 Classified	18%	37%	23%	13%	9%
1986 Classified	25%	45%	19%	9%	2%
1990 Part-time	13%	23%	40%	17%	7%

18) Opportunity for contribution is:

1990 Faculty	50%	31%	15%	4%	1%
1986 Faculty	47%	37%	6%	7%	3%
1990 Hourly	30%	40%	23%	2%	5%
1986 Hourly	32%	41%	20%	6%	2%
1990 Classified	20%	36%	25%	12%	8%
1986 Classified	30%	43%	19%	7%	1%
1990 Part-time	7%	33%	33%	17%	10%

19) Provision for maternity leave is:

1990 Faculty	11%	10%	72%	3%	3%
1986 Faculty	5%	8%	78%	7%	2%
1990 Hourly	1%	2%	89%	1%	6%
1986 Hourly	4%	4%	78%	2%	12%
1990 Classified	4%	6%	84%	2%	4%
1986 Classified	7%	14%	76%	2%	1%
1990 Part-time	15%	70%	11%	4%	0%

20) Handling of tenure decisions is: (Not included on 1986 classified staff survey.)

	A	B	C	D	E
1990 Faculty	18%	25%	45%	9%	4%
1986 Faculty	12%	29%	43%	13%	4%
1990 Hourly	4%	82%	4%	11%	0%
1986 Hourly	2%	9%	69%	5%	16%
1990 Classified	2%	9%	81%	4%	4%
1986 Classified					
1990 Part-time	4%	89%	4%	4%	0%

21) The Union Contract is:

1990 Faculty	13%	56%	18%	10%	3%
1986 Faculty	6%	49%	22%	15%	9%
1990 Hourly	2%	17%	64%	10%	7%
1986 Hourly	2%	23%	53%	14%	8%
1990 Classified	7%	27%	46%	12%	8%
1986 Classified	4%	27%	51%	12%	6%
1990 Part-time	7%	18%	61%	14%	0%

22) Communication of policy and procedural guidelines is:

1990 Faculty	10%	44%	24%	19%	4%
1986 Faculty	8%	42%	20%	26%	4%
1990 Hourly	14%	40%	31%	11%	5%
1986 Hourly	15%	33%	34%	13%	5%
1990 Classified	36%	50%	4%	7%	3%
1986 Classified	29%	38%	15%	11%	8%
1990 Parttime	24%	38%	21%	7%	10%

23) Staff Development Program is: (New question in 1990.)

1990 Faculty	38%	40%	16%	4%	3%
1986 Faculty					
1990 Hourly	14%	31%	49%	2%	4%
1986 Hourly					
1990 Classified	10%	39%	34%	9%	9%
1986 Classified					
1990 Part-time	11%	19%	52%	15%	4%

SURVEY SECTION II: Personal Information

Discussion

The "Personal Information" section of the campus survey differs substantially from other sections in that it requests descriptive information about the respondent. The original and continuing consideration in including these questions is to provide an avenue for more detailed analysis. For example, by dividing survey responses by gender and/or age, are there differences which need to be addressed? Essentially, this section will be something for the governance process of the college to address. If interest for further analysis of a particular item exists, any of the demographic variables included on the survey can be used to enhance understanding of campus opinion.

Included in this section were the following demographic variables: gender; age category; highest educational degree attained; primary assignment (credit, non-credit); years of employment at Glendale College and in education; working shift at the college; ethnic background; and division or unit assignment.

Survey Comparisons

While the basic demographic variables will not be reported here, the responses from four questions where immediate policy issues may exist have been included as a matter of general interest. The range of response categories are noted separately for each item.

29) Number of miles you commute to campus:

(A) 0 – 3 miles (B) 4 – 7 miles (C) 8 – 12 miles (D) 13 – 15 miles (E) 16 or more

	A	B	C	D	E
1990 Faculty	17%	29%	22%	8%	26%
1986 Faculty	18%	26%	18%	11%	27%
1990 Hourly	14%	26%	24%	8%	28%
1986 Hourly	16%	31%	23%	9%	21%
1990 Classified	27%	37%	17%	7%	13%
1986 Classified	22%	42%	21%	6%	9%
1990 Part-time	32%	39%	19%	10%	0%

30) Number of hours a week you work at other paid employment:

(A) 0 -- 5 hours (B) 6 -- 10 hours (C) 11 -- 15 hours (D) 16 -- 20 hours (E) Over 20 hours

	A	B	C	D	E
1990 Faculty	85%	7%	2%	3%	2%
1986 Faculty	83%	11%	4%	9%	1%
1990 Hourly	19%	4%	5%	11%	62%
1986 Hourly	27%	14%	9%	5%	46%
1990 Classified	88%	4%	4%	1%	3%
1986 Classified	87%	2%	2%	4%	5%
1990 Part-time	70%	10%	3%	3%	13%

31) My present child care arrangements are:

(A) Satisfactory (B) Not satisfactory (C) Not applicable

	A	B	C
1990 Faculty	21%	7%	71%
1986 Faculty	19%	12%	68%
1990 Hourly	19%	5%	75%
1986 Hourly	21%	6%	72%
1990 Classified	16%	3%	80%
1986 Classified	15%	5%	80%
1990 Part-time	17%	3%	79%

37-38) In what languages do you converse?

Table B gives the actual responses to the languages listed on the campus survey for fulltime faculty (FF), hourly faculty (HF), fulltime classified staff (FCS), and parttime classified staff (PCS).

Table B

	FF	HF	FCS	PCS
Spanish	39	18	19	2
Korean	1	4	2	0
Chinese	6	7	1	1
Vietnamese	2	3	1	2
Armenian	6	0	5	5
Farsi	3	1	1	1
French	18	8	6	5
Other	27	13	16	6
Individuals Responding:	137	86	126	31

SURVEY SECTION III: Working Environment

Highlights

There are twenty-eight questions in this section of the 1990 survey; one was new for 1990, and six were asked only of the faculty in 1986. A Likert-type response scale was again used, this time asking respondents to indicate a level of "adequate", "inadequate", or "undecided" about their working needs and the handling of staffing issues.

On seven topics both the faculty and classified staff indicated a 50 percent or better level of adequacy (i.e., favorable response). These were: Equipment used; maintenance of equipment in their area; staffing for the department; flow of information within the department; security on campus; and opportunity to refresh their field of knowledge.

Generally, the levels of favorable impressions were equal to or slightly better than the results from the 1986 survey. The one notable exception relates to the conditions of bathrooms on the campus. The percentage of "adequate" responses from faculty dropped from 41 percent in 1986 to 25 percent in 1990, and for classified staff it dropped from 43 percent in 1986 to 33 percent favorable in 1990.

Even though the desirable threshold of having at least a simple majority of the respondents in the favorable categories was not reached in most cases, faculty responses did show improvement relative to department and division facilities, maintenance of department and division facilities, campus security, and adherence to district affirmative action quidelines. Classified staff noted a significant improvement in the flow of information within their division.

Areas where faculty responses were as likely to be "inadequate" as "adequate" include: Facilities for the department; maintenance of facilities for department and divisions; flow of information between divisions; custodial care in their area and on campus; grounds care; availability of drinking fountains; and conditions of bathrooms. Some of these areas showed improvement over the 1986 responses, and it appears that the impact of opening the San Rafael building (which houses the Social Science and Business divisions as well as most of the college's student services) accounts for most of the improvements noted.

Among the classified staff, areas where "inadequate" responses were equal or exceeded "adequate" responses involved: Facilities for department and division; maintenance of those facilities; opportunities for input into remodeling decisions; flow of information between divisions; custodial care in their area and on campus; grounds care; availability of drinking fountains; conditions of restrooms; and convenience of staff parking.

Survey Comparisons

This "Working Environment" section of the questionnaire requested individuals to rate the adequacy of each item or activity in meeting their needs. Slightly different questions were used in this section of the faculty and classified staff versions of the questionnaire in an attempt to clarify the units of comparison. The wording of the questions recorded herein reflects the terms used on the faculty surveys. Where the terminology differed, the terms used on the classified staff survey are indicated in parentheses preceded by a "C:" notation. Respondents were asked to use the following scale for their responses: A) highly adequate; B) somewhat adequate; C) neutral/undecided; D) somewhat inadequate; or E) highly inadequate.

	A	B	C	D	E
39) The equipment you use:					
1990 Faculty	17%	50%	6%	19%	8%
1986 Faculty	14%	51%	5%	20%	10%
1990 Hourly	13%	55%	13%	13%	6%
1986 Hourly	21%	46%	9%	18%	5%
1990 Classified	16%	61%	2%	16%	7%
1986 Classified	31%	53%	3%	12%	1%
1990 Parttime	30%	40%	10%	17%	3%
40) The maintenance of equipment in your area:				(C: you use)	
1990 Faculty	11%	39%	14%	24%	12%
1986 Faculty	7%	43%	12%	25%	14%
1990 Hourly	20%	37%	19%	13%	11%
1986 Hourly	18%	45%	13%	17%	7%
1990 Classified	18%	52%	8%	18%	4%
1986 Classified	22%	51%	8%	13%	6%
1990 Parttime	16%	48%	10%	19%	7%
41) The staffing for your department:				(C: your work)	
1990 Faculty	13%	39%	12%	23%	12%
1986 Faculty	21%	29%	8%	30%	12%
1990 Hourly	21%	34%	33%	9%	2%
1986 Hourly	29%	35%	27%	7%	3%
1990 Classified	15%	46%	13%	17%	9%
1986 Classified					
1990 Parttime	29%	39%	13%	13%	7%
42) The staffing for your division:				(C: your unit)	
1990 Faculty	13%	34%	19%	25%	9%
1986 Faculty	15%	31%	15%	28%	11%
1990 Hourly	20%	21%	54%	4%	1%
1986 Hourly	26%	35%	32%	6%	2%
1990 Classified	14%	48%	12%	19%	7%
1986 Classified	28%	44%	9%	14%	5%
1990 Parttime	32%	36%	19%	7%	7%

	A	B	C	D	E
43) The facilities for your department:				(C: your work)	
1990 Faculty	13%	29%	10%	31%	16%
1986 Faculty	3%	25%	5%	35%	32%
1990 Hourly	13%	39%	27%	11%	11%
1986 Hourly	14%	33%	20%	19%	15%
1990 Classified	10%	37%	9%	28%	17%
1986 Classified					
1990 Parttime	23%	32%	13%	23%	10%
44) The facilities for your division:				(C: your unit)	
1990 Faculty	12%	30%	23%	25%	10%
1986 Faculty	3%	23%	13%	34%	27%
1990 Hourly	11%	31%	48%	7%	4%
1986 Hourly	12%	31%	28%	18%	11%
1990 Classified	7%	37%	9%	29%	18%
1986 Classified	10%	32%	7%	31%	20%
1990 Parttime	17%	33%	13%	20%	17%
45) The maintenance of facilities for your department:				(C: for your use)	
1990 Faculty	10%	26%	15%	34%	15%
1986 Faculty	3%	20%	14%	39%	25%
1990 Hourly	11%	38%	39%	12%	1%
1986 Hourly	10%	39%	26%	17%	9%
1990 Classified	7%	34%	20%	22%	17%
1986 Classified					
1990 Parttime	23%	32%	13%	23%	10%
46) The maintenance of facilities for your division:				(C: your unit)	
1990 Faculty	10%	25%	26%	27%	11%
1986 Faculty	0%	21%	23%	34%	22%
1990 Hourly	10%	30%	54%	7%	0%
1986 Hourly	11%	35%	34%	14%	6%
1990 Classified	5%	34%	21%	22%	18%
1986 Classified	12%	34%	10%	24%	19%
1990 Parttime	17%	33%	13%	20%	17%

	A	B	C	D	E
47) Your opportunity for input on remodeling or alteration of facilities for your department:				(C: your unit)	
1990 Faculty	19%	27%	24%	14%	15%
1986 Faculty	14%	33%	25%	15%	14%
1990 Hourly	1%	11%	57%	18%	13%
1986 Hourly	7%	17%	43%	14%	18%
1990 Classified	10%	18%	25%	16%	32%
1986 Classified	14%	25%	25%	18%	18%
1990 Parttime	10%	36%	26%	29%	0%
48) The flow of information within your department:				(C: your unit)	
1990 Faculty	40%	38%	6%	13%	3%
1986 Faculty	37%	34%	10%	14%	5%
1990 Hourly	18%	34%	29%	12%	7%
1986 Hourly	24%	34%	18%	18%	6%
1990 Classified	21%	39%	13%	17%	10%
1986 Classified	19%	44%	12%	17%	8%
1990 Parttime	13%	55%	19%	7%	7%
49) The flow of information within your division:				(C: within your area)	
1990 Faculty	28%	36%	13%	18%	4%
1986 Faculty	27%	36%	12%	18%	7%
1990 Hourly	13%	33%	37%	11%	6%
1986 Hourly	21%	33%	23%	20%	4%
1990 Classified	9%	38%	16%	22%	15%
1986 Classified	5%	22%	27%	27%	19%
1990 Parttime	10%	47%	27%	10%	6%
50) The flow of information between divisions:				(C: units in different areas)	
1990 Faculty	9%	18%	29%	33%	12%
1986 Faculty	2%	20%	24%	36%	18%
1990 Hourly	5%	17%	63%	7%	7%
1986 Hourly	11%	14%	57%	12%	6%
1990 Classified	3%	21%	23%	33%	20%
1986 Classified	3%	24%	41%	20%	13%
1990 Parttime	3%	30%	40%	17%	10%

	A	B	C	D	E
51) The flow of information between administrative units and the faculty:					
1990 Faculty	10%	35%	22%	23%	10%
1986 Faculty	8%	32%	25%	28%	7%
1990 Hourly	10%	32%	48%	6%	5%
1986 Hourly	14%	29%	41%	11%	5%
1990 Classified	4%	11%	63%	15%	7%
1986 Classified	4%	12%	55%	19%	10%
1990 Parttime	13%	27%	50%	3%	7%
52) Custodial care in your area:					
1990 Faculty	12%	22%	15%	29%	23%
1986 Faculty	6%	20%	12%	35%	28%
1990 Hourly	19%	39%	22%	13%	7%
1986 Hourly	20%	40%	12%	16%	13%
1990 Classified	9%	29%	8%	29%	25%
1986 Classified	6%	27%	11%	22%	35%
1990 Parttime	16%	52%	13%	16%	3%
53) Custodial care on the campus:					
1990 Faculty	3%	19%	17%	38%	23%
1986 Faculty	2%	13%	16%	38%	31%
1990 Hourly	17%	46%	19%	17%	1%
1986 Hourly	16%	36%	22%	16%	11%
1990 Classified	5%	20%	14%	32%	29%
1986 Classified	4%	24%	17%	25%	31%
1990 Parttime	10%	39%	19%	29%	3%
54) Grounds care on the campus:					
1990 Faculty	5%	20%	17%	32%	26%
1986 Faculty	4%	21%	20%	34%	20%
1990 Hourly	18%	48%	17%	14%	4%
1986 Hourly	21%	35%	24%	12%	8%
1990 Classified	6%	19%	13%	28%	33%
1986 Classified	5%	30%	16%	26%	23%
1990 Parttime	16%	45%	7%	23%	10%

	A	B	C	D	E
55) Security on campus:					
1990 Faculty	20%	49%	20%	6%	5%
1986 Faculty	10%	46%	24%	17%	3%
1990 Hourly	23%	41%	24%	12%	1%
1986 Hourly	20%	37%	31%	10%	2%
1990 Classified	18%	40%	24%	13%	5%
1986 Classified	15%	45%	23%	12%	5%
1990 Parttime	26%	58%	13%	3%	0%
56) Availability of drinking fountains:					
1990 Faculty	7%	22%	21%	35%	15%
1986 Faculty	8%	29%	21%	33%	10%
1990 Hourly	11%	33%	30%	16%	11%
1986 Hourly	14%	36%	23%	19%	9%
1990 Classified	8%	29%	21%	27%	15%
1986 Classified	6%	26%	25%	26%	17%
1990 Parttime	3%	39%	26%	23%	10%
57) Condition of restrooms:					
1990 Faculty	3%	22%	12%	37%	26%
1986 Faculty	11%	30%	14%	26%	19%
1990 Hourly	8%	32%	10%	35%	16%
1986 Hourly	18%	34%	19%	18%	12%
1990 Classified	8%	25%	14%	21%	33%
1986 Classified	8%	35%	9%	23%	26%
1990 Parttime	13%	26%	7%	29%	26%
58) Adherence to District Affirmative Action guidelines:					
1990 Faculty	26%	27%	33%	8%	6%
1986 Faculty	16%	23%	45%	7%	9%
1990 Hourly	11%	10%	77%	1%	1%
1986 Hourly	9%	16%	70%	4%	0%
1990 Classified	8%	18%	63%	6%	4%
1986 Classified	11%	19%	64%	3%	2%
1990 Parttime	11%	14%	68%	7%	0%

	A	B	C	D	E
59) Work load distribution:					
1990 Faculty	15%	33%	23%	21%	7%
1986 Faculty	10%	41%	21%	21%	7%
1990 Hourly	10%	28%	52%	10%	0%
1986 Hourly	13%	33%	46%	4%	3%
1990 Classified	4%	44%	19%	22%	11%
1986 Classified	16%	37%	18%	22%	7%
1990 Parttime	13%	37%	30%	17%	3%
60) Advertising for job openings:					
1990 Faculty	19%	39%	27%	12%	3%
1986 Faculty	10%	40%	27%	16%	6%
1990 Hourly	25%	31%	33%	10%	1%
1986 Hourly	18%	33%	36%	10%	4%
1990 Classified	6%	33%	33%	18%	10%
1986 Classified	8%	33%	39%	12%	8%
1990 Parttime	7%	27%	53%	13%	0%
61) Certificated staff evaluation:			(C: classified staff evaluation)		
1990 Faculty	14%	35%	29%	19%	4%
1986 Faculty	10%	35%	31%	17%	7%
1990 Hourly	18%	33%	35%	10%	5%
1986 Hourly	16%	28%	44%	7%	5%
1990 Classified	14%	28%	31%	15%	12%
1986 Classified	13%	28%	38%	13%	8%
1990 Parttime	10%	37%	43%	3%	7%
62) Representation by the bargaining unit:					
1990 Faculty	29%	34%	32%	4%	2%
1986 Faculty	16%	40%	25%	12%	7%
1990 Hourly	1%	20%	66%	6%	7%
1986 Hourly	13%	25%	48%	7%	7%
1990 Classified	10%	23%	43%	14%	11%
1986 Classified	13%	26%	43%	11%	7%
1990 Parttime	10%	79%	10%	0%	0%

63) Opportunity to pursue innovation in curriculum: (C: in your work)

	A	B	C	D	E
1990 Faculty	38%	41%	13%	5%	3%
1986 Faculty	38%	40%	9%	6%	7%
1990 Hourly	21%	38%	32%	7%	1%
1986 Hourly	28%	37%	23%	8%	4%
1990 Classified	15%	33%	26%	14%	11%
1986 Classified					
1990 Parttime	23%	43%	23%	10%	0%

64) Opportunity to refresh your field of knowledge:
(C: Opportunity to maintain your knowledge of equipment used:)

1990 Faculty	34%	44%	11%	5%	6%
1986 Faculty	24%	36%	16%	18%	6%
1990 Hourly	22%	27%	35%	8%	8%
1986 Hourly	26%	31%	28%	9%	7%
1990 Classified	19%	41%	16%	14%	10%
1986 Classified					
1990 Parttime	13%	37%	30%	17%	3%

65) Opportunity to pursue curricula updates/revisions:
(C: Opportunity to pursue more knowledge about the equipment you use:)

1990 Faculty	32%	44%	18%	2%	4%
1986 Faculty	32%	35%	16%	12%	5%
1990 Hourly	16%	27%	45%	9%	4%
1986 Hourly	25%	28%	33%	10%	5%
1990 Classified	18%	33%	20%	17%	13%
1986 Classified					
1990 Parttime	20%	17%	40%	20%	3%

66) Convenience of staff parking: (New question in 1990)

1990 Faculty	26%	27%	5%	20%	23%
1986 Faculty					
1990 Hourly	25%	32%	11%	14%	18%
1986 Hourly					
1990 Classified	19%	25%	7%	16%	33%
1986 Classified					
1990 Parttime	19%	39%	13%	29%	0%

SURVEY SECTION IV: Campus Management

Highlights

There are twenty-three questions in this section. Eight items were used for the first time in 1990, of which seven involved governance operations while the other asked for the respondent's perception of the governance changes over previous years. Seven questions used in 1986, primarily about the Personnel Commission, were dropped from the 1990 classified staff survey.

College governance was central to the 1985-86 accreditation self study and the recommendations by the visiting team. As the survey demonstrated at the time, there was a lack of clarity as to process and participation in the governing of the campus. Four years later many of the same problems still exist, but there is a marked difference in how perceptions have changed among the faculty and classified staff. On only one question did both the faculty and classified staff indicate favorable agreement: The "GCC Foundation can make a necessary contribution to the college."

Perhaps the best guidance for reviewing this section can be found in the responses to the question, "The college's governance process has improved over previous years." 61 percent of the faculty agreed with this statement in 1990, while only 30 percent of the classified staff were in agreement. Among the fifteen questions asked of faculty in both years, the percentage of responses indicating agreement increased in all cases. Classified staff evidenced increased agreement to only three statements; interestingly, all related to faculty roles or situations. On all other repeat items, the classified staff expressed declining levels of favorable response.

In addition to the perceived contribution of the foundation, faculty also indicated majority agreement in their opportunities to participate in the governance process and to have involvement in procedures relative to their assignments. Classified staff gave

majority agreement to the statement that the community was aware of cultural events on campus. Both groups strongly disagreed with the statement, that classified salaries were competitive.

Survey Comparisons

In the "Campus Management" section of the questionnaire individuals were asked for their opinions on the operation and procedures followed by the college using the following scale: A) highly agree; B) somewhat agree; C) neutral/undecided; D) somewhat disagree; or E) highly disagree.

67) Faculty have adequate opportunity to participate in Board discussions.

	A	B	C	D	E
1990 Faculty	18%	31%	33%	14%	4%
1986 Faculty	8%	26%	21%	26%	19%
1990 Hourly	1%	14%	74%	9%	2%
1986 Hourly	5%	20%	56%	13%	6%
1990 Classified	8%	18%	68%	5%	1%
1986 Classified	17%	18%	53%	9%	4%
1990 Part-time	10%	10%	69%	7%	3%

68) Classified Staff have adequate opportunity to participate in Board discussion.

1990 Faculty	15%	17%	55%	10%	4%
1986 Faculty	6%	13%	44%	16%	21%
1990 Hourly	1%	7%	85%	4%	2%
1986 Hourly	3%	11%	77%	5%	4%
1990 Classified	2%	25%	40%	21%	13%
1986 Classified	10%	20%	39%	19%	13%
1990 Part-time	17%	48%	21%	14%	0%

	A	B	C	D	E
69) Students have adequate opportunity to participate in Board discussions.					
1990 Faculty	15%	21%	48%	12%	5%
1986 Faculty	6%	17%	44%	21%	13%
1990 Hourly	1%	5%	92%	2%	0%
1986 Hourly	4%	10%	76%	5%	4%
1990 Classified	3%	14%	66%	12%	6%
1986 Classified	9%	14%	58%	11%	9%
1990 Part-time	14%	68%	14%	4%	0%
70) Faculty have adequate opportunity to participate in the governance process. (New question in 1990)					
1990 Faculty	34%	41%	18%	4%	4%
1986 Faculty					
1990 Hourly	5%	19%	72%	1%	4%
1986 Hourly					
1990 Classified	18%	17%	62%	3%	1%
1986 Classified					
1990 Part-time	7%	11%	75%	4%	4%
71) Classified Staff have adequate opportunity to participate in the governance process.					
1990 Faculty	18%	21%	50%	7%	3%
1986 Faculty					
1990 Hourly	1%	10%	85%	3%	1%
1986 Hourly					
1990 Classified	9%	23%	43%	11%	15%
1986 Classified					
1990 Part-time	7%	7%	57%	18%	11%
72) Students have adequate opportunity to participate in the governance process.					
1990 Faculty	18%	22%	48%	7%	6%
1986 Faculty	6%	17%	44%	21%	13%
1990 Hourly	3%	11%	85%	1%	0%
1986 Hourly	4%	10%	76%	5%	4%
1990 Classified	6%	12%	66%	9%	8%
1986 Classified	9%	14%	58%	11%	9%
1990 Part-time	7%	79%	11%	4%	0%

	A	B	C	D	E
73) The budgeting process allows individually initiated ideas to receive adequate consideration for funding.					
1990 Faculty	7%	20%	30%	26%	17%
1986 Faculty	5%	16%	32%	29%	19%
1990 Hourly	1%	13%	73%	7%	5%
1986 Hourly	5%	11%	61%	16%	7%
1990 Classified	3%	7%	57%	15%	19%
1986 Classified	5%	15%	52%	15%	14%
1990 Part-time	3%	59%	17%	21%	0%
74) The selection of budgeting priorities represents a consensus of faculty, staff, and student input.					
1990 Faculty	4%	17%	32%	29%	18%
1986 Faculty	4%	9%	22%	30%	36%
1990 Hourly	12%	75%	6%	6%	0%
1986 Hourly	0%	12%	58%	15%	14%
1990 Classified	3%	7%	50%	16%	25%
1986 Classified	8%	15%	42%	19%	17%
1990 Part-time	4%	68%	18%	11%	0%
75) Faculty opinion is adequately represented to the Board of Trustees.					
1990 Faculty	14%	29%	37%	10%	10%
1986 Faculty	8%	23%	22%	24%	23%
1990 Hourly	11%	78%	9%	2%	0%
1986 Hourly	2%	18%	58%	14%	9%
1990 Classified	12%	12%	73%	3%	1%
1986 Classified	7%	12%	38%	20%	24%
1990 Part-time	7%	7%	76%	7%	3%
76) The role of the Faculty in campus decision making is clear.					
1990 Faculty	10%	26%	28%	24%	12%
1986 Faculty	3%	16%	26%	35%	20%
1990 Hourly	2%	10%	70%	13%	5%
1986 Hourly	3%	9%	55%	23%	11%
1990 Classified	10%	13%	65%	7%	5%
1986 Classified	3%	9%	37%	28%	23%
1990 Part-time	14%	66%	10%	10%	0%

	A	B	C	D	E
77) Faculty have sufficient involvement in the development of policies and procedures related to their assignments. (Not asked of classified before)					
1990 Faculty	20%	36%	25%	14%	5%
1986 Faculty	9%	32%	25%	25%	10%
1990 Hourly	6%	17%	63%	11%	4%
1986 Hourly	6%	22%	44%	19%	9%
1990 Classified	13%	10%	71%	5%	2%
1986 Classified					
1990 Part-time	7%	14%	72%	3%	3%
78) The College's certificated salary schedule is competitive.					
1990 Faculty	12%	42%	23%	18%	5%
1986 Faculty	0%	23%	19%	43%	15%
1990 Hourly	6%	24%	36%	24%	11%
1986 Hourly	7%	31%	28%	21%	13%
1990 Classified	17%	12%	63%	5%	3%
1986 Classified	1%	4%	19%	20%	56%
1990 Part-time	3%	14%	69%	10%	3%
79) Classified opinion is adequately represented to the Board of Trustees. (Not asked of faculty in 1986)					
1990 Faculty	11%	14%	64%	6%	5%
1986 Faculty					
1990 Hourly	1%	94%	5%	0%	0%
1986 Hourly					
1990 Classified	4%	15%	36%	26%	19%
1986 Classified	3%	9%	37%	28%	23%
1990 Part-time	14%	62%	7%	17%	0%
80) The role of Classified staff in campus decision making is clear. (New question)					
1990 Faculty	7%	17%	55%	15%	7%
1986 Faculty					
1990 Hourly	6%	85%	6%	1%	0%
1986 Hourly					
1990 Classified	3%	10%	33%	29%	25%
1986 Classified	3%	9%	37%	28%	23%
1990 Part-time	7%	52%	21%	21%	0%

81) Classified staff have sufficient involvement in the development of policies and procedures related to their assignments. (New in 1990)

	A	B	C	D	E
1990 Faculty	6%	13%	66%	11%	4%
1986 Faculty					
1990 Hourly	6%	85%	8%	0%	0%
1986 Hourly					
1990 Classified	1%	13%	30%	32%	25%
1986 Classified					
1990 Part-time	3%	3%	52%	14%	28%

82) The College's classified salary schedule is competitive. (Not asked of faculty in 1986)

1990 Faculty	4%	9%	52%	20%	15%
1986 Faculty					
1990 Hourly	9%	86%	4%	1%	0%
1986 Hourly					
1990 Classified	1%	11%	15%	29%	43%
1986 Classified	1%	4%	19%	20%	56%
1990 Part-time	11%	43%	21%	25%	0%

83) The College's budgeting process meets the needs of the institution.

1990 Faculty	6%	19%	31%	28%	16%
1986 Faculty	1%	17%	26%	37%	19%
1990 Hourly	9%	74%	14%	4%	0%
1986 Hourly	1%	13%	56%	20%	11%
1990 Classified	1%	12%	54%	19%	15%
1986 Classified	4%	14%	45%	21%	17%
1990 Part-time	3%	55%	28%	14%	0%

84) Community awareness of cultural events available through the College is adequate.

1990 Faculty	11%	33%	24%	21%	11%
1986 Faculty	5%	19%	19%	34%	23%
1990 Hourly	12%	43%	30%	12%	2%
1986 Hourly	8%	32%	38%	18%	5%
1990 Classified	11%	42%	27%	16%	5%
1986 Classified	15%	36%	25%	14%	10%
1990 Part-time	21%	28%	31%	17%	3%

85) Community awareness of College sporting events is adequate.

	A	B	C	D	E
1990 Faculty	17%	27%	42%	11%	4%
1986 Faculty	9%	32%	30%	19%	9%
1990 Hourly	6%	32%	55%	6%	1%
1986 Hourly	5%	27%	53%	11%	4%
1990 Classified	8%	33%	36%	19%	4%
1986 Classified	14%	35%	34%	9%	9%
1990 Part-time	19%	23%	26%	19%	13%

86) Community awareness of the College's academic programs and services is adequate.

1990 Faculty	13%	27%	27%	21%	12%
1986 Faculty	4%	18%	17%	33%	29%
1990 Hourly	10%	29%	48%	11%	2%
1986 Hourly	9%	33%	35%	17%	7%
1990 Classified	11%	37%	29%	18%	5%
1986 Classified	18%	37%	25%	11%	10%
1990 Part-time	17%	30%	30%	20%	3%

87) Community awareness of the College's Speaker's Bureau is adequate.

1990 Faculty	7%	15%	42%	23%	14%
1986 Faculty	1%	11%	46%	28%	14%
1990 Hourly	2%	17%	60%	15%	6%
1986 Hourly	5%	13%	55%	18%	9%
1990 Classified	2%	15%	51%	17%	15%
1986 Classified	11%	19%	44%	14%	13%
1990 Part-time	10%	7%	59%	17%	7%

88) The GCC Foundation can make a necessary contribution to the College. (New question in 1990)

1990 Faculty	37%	30%	21%	7%	5%
1986 Faculty					
1990 Hourly	12%	23%	61%	1%	2%
1986 Hourly					
1990 Classified	19%	33%	30%	10%	8%
1986 Classified					
1990 Part-time	17%	28%	55%	0%	0%

	A	B	C	D	E
89) The College's governance process has improved over previous years. (New question in 1990)					
1990 Faculty	29%	32%	28%	5%	6%
1986 Faculty					
1990 Hourly	1%	23%	68%	4%	4%
1986 Hourly					
1990 Classified	9%	21%	55%	8%	7%
1986 Classified					
1990 Part-time	3%	17%	76%	3%	0%

SURVEY SECTION V: Educational Goals

Highlights

This section of the survey instrument was designed in 1986 in an effort to better enunciate the college's mission and goals. The accreditation self study committee responsible for the mission and goals area was concerned by the lack of a comprehensive plan and consensus priorities for the college. A Likert-type scale was used which allows the respondents to indicate whether they felt more, less, or the same emphasis should be given individual educational functions over the next ten years. As was also the case in 1986, most responses in 1990 indicated that more emphasis should be given each function. Consequently it proved difficult to differentiate among possible priorities within the broad community college mission as defined by the California Master Plan for Higher Education and related legislation.

In an effort to "rank" the responses, the following list was developed to reflect the proportion of responses which indicated more emphasis should be given the activity or goal. Essentially the items are listed in order of the highest total percentage of "much more emphasis" responses by fulltime employees. While the methodology of creating this list is imperfect, its intent is to focus discussion rather than define the topic. The ranking does, however, suggest a theme, namely, that students should be prepared to learn and succeed when they reach the classroom.

One of the response items is not included on the list because the discrepancy between faculty and classified staff responses was so great as to make a ranking judgment difficult. In regard to "ESL Programs", 59 percent of the faculty and 37 percent of the classified indicated more emphasis.

Areas needing More Emphasis in the next ten years:

1) Development of students' written communication skills.
2) Development of students' critical thinking skills.
3) Development of students' oral communication skills.
4) Basic Skills.
5) Evaluation of student readiness to learn.
6) Identification of student goals and path to accomplish the goals.
7) Students' understanding of the relationship between subject disciplines and the development of values.
8) Transfer Education.
9) Students' understanding of the relationship between school and career.
10) Occupational Education.
11) Development of students' quantitative skills.
12) General Education (AA Degree)
13) Evening College.
14) Student Services.
15) Re-entry/Returning Women
16) Adult Education.
17) Older Adults.
18) Disabled Students.
19) Programs to assist local business.

Areas needing About the Same Emphasis in the next ten years:

20) Cultural Enrichment
21) Development of students' artistic skills.
22) Open Admissions.
23) Community Service.

Survey Comparisons

The "Educational Goals" section of the questionnaire requested that respondents indicate their view of the appropriate level of emphasis to be given each item for the next ten years relative to the emphasis currently placed on it at the college. Respondents could indicate their opinion from one of the following: A) much more emphasis; B) slightly more emphasis; C) about the same emphasis; D) slightly less emphasis; or E) much less emphasis.

	A	B	C	D	E
90) Occupational Education.					
1990 Faculty	29%	28%	38%	3%	2%
1986 Faculty	27%	29%	35%	7%	1%
1990 Hourly	27%	25%	43%	4%	1%
1986 Hourly	35%	30%	33%	0%	2%
1990 Classified	38%	36%	24%	2%	0%
1986 Classified	35%	37%	27%	2%	0%
1990 Parttime	31%	35%	35%	0%	0%
91) Transfer Education.					
1990 Faculty	41%	30%	26%	2%	2%
1986 Faculty	46%	35%	15%	2%	1%
1990 Hourly	24%	33%	41%	1%	1%
1986 Hourly	24%	36%	40%	0%	0%
1990 Classified	27%	36%	33%	3%	1%
1986 Classified	26%	31%	37%	6%	0%
1990 Parttime	23%	30%	43%	3%	0%
92) Student Services.					
1990 Faculty	18%	34%	34%	10%	4%
1986 Faculty	23%	40%	34%	1%	1%
1990 Hourly	7%	27%	64%	2%	0%
1986 Hourly	11%	32%	55%	1%	1%
1990 Classified	13%	37%	46%	2%	2%
1986 Classified	13%	33%	52%	2%	1%
1990 Parttime	23%	20%	53%	3%	0%
93) Evening College. (Listed as "Extended Day/Continuing Education" in 1986)					
1990 Faculty	21%	37%	39%	1%	2%
1986 Faculty					
1990 Hourly	25%	45%	30%	0%	0%
1986 Hourly					
1990 Classified	21%	31%	44%	3%	1%
1986 Classified					
1990 Parttime	30%	27%	40%	3%	0%

	A	B	C	D	E
94) Basic Skills. (Listed as "Remedial Education" in 1986)					
1990 Faculty	48%	30%	18%	2%	2%
1986 Faculty	12%	25%	42%	2%	10%
1990 Hourly	33%	33%	33%	1%	1%
1986 Hourly	14%	41%	39%	5%	1%
1990 Classified	37%	35%	23%	4%	2%
1986 Classified	15%	28%	48%	4%	5%
1990 Parttime	27%	27%	43%	3%	0%
95) General Education (AA Degree).					
1990 Faculty	20%	31%	45%	2%	2%
1986 Faculty	18%	30%	49%	3%	0%
1990 Hourly	18%	36%	43%	2%	0%
1986 Hourly	18%	31%	50%	0%	0%
1990 Classified	24%	41%	35%	1%	0%
1986 Classified	14%	35%	49%	1%	0%
1990 Parttime	17%	30%	53%	0%	0%
96) Adult Education.					
1990 Faculty	19%	30%	41%	6%	4%
1986 Faculty	14%	27%	43%	14%	3%
1990 Hourly	16%	46%	35%	2%	1%
1986 Hourly	33%	28%	35%	3%	1%
1990 Classified	20%	33%	42%	6%	1%
1986 Classified	18%	29%	46%	6%	1%
1990 Parttime	23%	27%	43%	7%	0%
97) Community Service.					
1990 Faculty	10%	21%	52%	9%	8%
1986 Faculty	14%	28%	48%	7%	3%
1990 Hourly	7%	33%	59%	1%	0%
1986 Hourly	10%	30%	54%	4%	2%
1990 Classified	14%	25%	53%	5%	3%
1986 Classified	9%	27%	55%	8%	1%
1990 Parttime	13%	23%	53%	10%	0%

		A	B	C	D	E
98) Cultural Enrichment.						
	1990 Faculty	16%	35%	36%	8%	4%
	1986 Faculty	28%	29%	32%	7%	4%
	1990 Hourly	12%	34%	51%	2%	1%
	1986 Hourly	20%	30%	43%	6%	2%
	1990 Classified	16%	26%	49%	5%	4%
	1986 Classified	11%	27%	46%	6%	10%
	1990 Parttime	20%	20%	53%	7%	0%
99) Open Admissions.						
	1990 Faculty	17%	19%	51%	7%	7%
	1986 Faculty	28%	18%	39%	6%	10%
	1990 Hourly	4%	25%	58%	6%	7%
	1986 Hourly	14%	24%	47%	11%	3%
	1990 Classified	16%	20%	53%	7%	4%
	1986 Classified	12%	16%	41%	12%	20%
	1990 Parttime	10%	23%	57%	10%	0%
100) Evaluation of Student readiness to learn.						
	1990 Faculty	43%	33%	20%	4%	0%
	1986 Faculty	49%	30%	20%	0%	0%
	1990 Hourly	32%	34%	33%	1%	0%
	1986 Hourly	29%	37%	32%	1%	1%
	1990 Classified	29%	39%	27%	4%	1%
	1986 Classified	33%	28%	35%	4%	0%
	1990 Parttime	27%	23%	47%	3%	0%
101) Older Adults (those 55+).						
	1990 Faculty	17%	30%	49%	4%	1%
	1986 Faculty	22%	37%	37%	3%	0%
	1990 Hourly	20%	35%	43%	1%	1%
	1986 Hourly	24%	36%	38%	2%	0%
	1990 Classified	17%	36%	41%	3%	3%
	1986 Classified	19%	28%	45%	6%	2%
	1990 Parttime	20%	27%	50%	3%	0%

	A	B	C	D	E
102) ESL Programs. (Listed as "Non-English Speakers" in 1986)					
1990 Faculty	35%	24%	29%	7%	6%
1986 Faculty	19%	22%	32%	15%	12%
1990 Hourly	23%	30%	39%	6%	3%
1986 Hourly	28%	21%	38%	9%	4%
1990 Classified	17%	20%	47%	7%	10%
1986 Classified	12%	13%	39%	10%	26%
1990 Parttime	10%	30%	50%	10%	0%
103) Disabled Students.					
1990 Faculty	14%	32%	51%	1%	2%
1986 Faculty	22%	30%	47%	2%	0%
1990 Hourly	10%	35%	54%	1%	0%
1986 Hourly	22%	30%	45%	2%	0%
1990 Classified	21%	32%	45%	1%	1%
1986 Classified	19%	31%	45%	4%	1%
1990 Parttime	17%	40%	43%	0%	0%
104) Re-entry/Returning Women.					
1990 Faculty	18%	34%	38%	7%	2%
1986 Faculty	32%	34%	28%	4%	0%
1990 Hourly	21%	33%	46%	0%	0%
1986 Hourly	24%	37%	37%	1%	1%
1990 Classified	17%	33%	41%	6%	3%
1986 Classified	16%	33%	43%	5%	3%
1990 Parttime	17%	33%	50%	0%	0%
105) Identification of student goals and a path to accomplish the goals.					
1990 Faculty	40%	35%	21%	2%	2%
1986 Faculty	51%	37%	10%	2%	0%
1990 Hourly	28%	37%	45%	0%	0%
1986 Hourly	28%	40%	31%	1%	0%
1990 Classified	35%	34%	30%	1%	1%
1986 Classified	32%	36%	30%	2%	0%
1990 Parttime	17%	37%	43%	3%	0%

	A	B	C	D	E
106) Programs to assist local business. (New in 1990)					
1990 Faculty	16%	33%	39%	9%	4%
1986 Faculty					
1990 Hourly	17%	20%	59%	3%	1%
1986 Hourly					
1990 Classified	19%	27%	43%	10%	1%
1986 Classified					
1990 Parttime	13%	30%	47%	10%	0%
107) Development of students' oral communication skills.					
1990 Faculty	52%	26%	21%	1%	1%
1986 Faculty	44%	37%	18%	0%	1%
1990 Hourly	42%	26%	32%	0%	0%
1986 Hourly	41%	40%	19%	0%	0%
1990 Classified	35%	37%	27%	1%	0%
1986 Classified	43%	33%	22%	2%	0%
1990 Parttime	23%	37%	40%	0%	0%
108) Development of students' written communication skills.					
1990 Faculty	68%	24%	7%	0%	0%
1986 Faculty	66%	25%	9%	0%	0%
1990 Hourly	56%	22%	21%	1%	0%
1986 Hourly	61%	28%	12%	0%	0%
1990 Classified	42%	36%	21%	0%	0%
1986 Classified	46%	34%	17%	3%	0%
1990 Parttime	40%	33%	27%	0%	0%
109) Development of students' critical thinking skills. (Only on faculty survey in 1986)					
1990 Faculty	67%	22%	11%	1%	0%
1986 Faculty	66%	24%	9%	0%	0%
1990 Hourly	57%	22%	21%	0%	0%
1986 Hourly	59%	27%	14%	0%	0%
1990 Classified	35%	39%	26%	0%	0%
1986 Classified					
1990 Parttime	33%	37%	30%	0%	0%

	A	B	C	D	E
110) Development of students' artistic skills.					
1990 Faculty	21%	23%	46%	7%	4%
1986 Faculty	18%	29%	44%	6%	3%
1990 Hourly	19%	28%	52%	1%	0%
1986 Hourly	26%	25%	48%	1%	0%
1990 Classified	19%	25%	50%	5%	1%
1986 Classified	13%	23%	59%	4%	1%
1990 Parttime	7%	37%	53%	3%	0%
111) Development of students' quantitative skills.					
1990 Faculty	35%	41%	21%	2%	1%
1986 Faculty	34%	40%	25%	1%	0%
1990 Hourly	35%	28%	38%	0%	0%
1986 Hourly	34%	36%	28%	1%	1%
1990 Classified	21%	33%	45%	1%	0%
1986 Classified	31%	40%	28%	1%	0%
1990 Parttime	14%	28%	55%	3%	0%
112) Students' understanding of the relationship between school and career.					
1990 Faculty	37%	28%	23%	1%	2%
1986 Faculty	35%	41%	24%	0%	0%
1990 Hourly	28%	37%	33%	1%	0%
1986 Hourly	31%	41%	27%	1%	0%
1990 Classified	28%	38%	33%	1%	1%
1986 Classified	28%	40%	29%	4%	0%
1990 Parttime	17%	17%	59%	3%	3%
113) Students' understanding of the relationship between subject disciplines and the development of values.					
1990 Faculty	40%	32%	24%	2%	3%
1986 Faculty	41%	33%	23%	3%	0%
1990 Hourly	36%	28%	35%	1%	0%
1986 Hourly	37%	32%	30%	1%	0%
1990 Classified	30%	35%	33%	2%	1%
1986 Classified	33%	29%	34%	5%	0%
1990 Parttime	20%	23%	47%	7%	3%

SURVEY SECTION VI: Student Services

Highlights

Faculty and classified staff had nearly uniform comprehensive recognition of all campus program, service, and informational units available to students. A total of twenty-three such units are included in the "Student Services" section of the Campus Survey. The one program where there was any exception to this was the "Short-term Vocational Training Program (JTPA)" which is only offered at selected satellite campuses.

As part of the review of this section of the Campus Survey, the 1989 annual Spring Student Survey, which included eighteen of the same items in the same format, was used for comparison of recognition, referral (or use by students), and student satisfaction levels. (The Montrose Campus, Adult Education, JTPA, Evening College, and ESL Offices were not on the student survey.) Looking at each groups' responses, for overall recognition, four units were included by each of the three groups among their top cluster of items in terms of recognition, these were:

The Library
Financial Aid
The Learning Center
Job Placement

In terms of referrals by faculty and classified staff and reported use by students, there also were four units in common between faculty, classified staff, and students in terms the highest frequency of use and referrals, these were:

The Library
Admissions and Records
Academic Counseling
The Learning Center

Students gave only one unit, the college Library, a 90 percent or higher "satisfaction" rating. However, their next five top rated units were all in the 80 percent or higher satisfaction range. Faculty reported that 100 percent of the students referred to the Disabled Students Center were satisfied; four other units had satisfaction rates of 90 percent or better among the students they referred. Classified staff reported that ten units had provided satisfactory assistance to 90 percent or more of students upon referral. Each group's list of units with the highest satisfaction rates are listed below.

Students	Faculty	Classified
The Library	Disabled Student Center	The Library
Health Center	The Library	Health Center
The Writing Lab	Health Center	The Writing Lab
The Learning Center	Testing/Assessment	The Learning Center
Disabled Student Center	Job Placement	Disabled Student Center
Student Computer Center		Testing/Assessment
		Job Placement
		Tutorial Center
		Admissions and Records
		Career Center

Survey Comparisons

The "Student Services" section of the questionnaire asked the respondent to indicate which of the following statements best describes their experience with each campus service using the following scale:

(A) Have never heard of it
(B) Heard of it, have not referred students to it
(C) Have referred students to it, but they have been dissatisfied
(D) Have referred students to it with success
(E) Have referred numerous students to it with success

This scale, which was developed by campus staff, and used in a modified form on the college's annual Spring Student Survey and adopted by the Matriculation

Local Research Options Project for student satisfaction surveys, allows for several interesting manipulations. "Recognition" can be measured by adding together columns B, C, D, and E. "Use" by students, or level of referral frequency by staff, can be established by adding columns C, D, and E. Finally, a "satisfaction" index can be established by dividing the total of D and E responses by the total of C, D, and E.

	A	B	C	D	E
114) The Student Computer Center.					
1990 Faculty	6%	63%	4%	18%	10%
1986 Faculty	7%	72%	4%	11%	6%
1990 Hourly	8%	66%	11%	8%	6%
1986 Hourly	18%	64%	5%	9%	4%
1990 Classified	3%	70%	6%	14%	8%
1986 Classified	9%	71%	3%	14%	4%
1990 Parttime	7%	53%	10%	23%	7%
115) The Campus Library.					
1990 Faculty	1%	10%	7%	56%	27%
1986 Faculty	0%	8%	11%	51%	29%
1990 Hourly	1%	28%	13%	46%	12%
1986 Hourly	3%	35%	9%	34%	18%
1990 Classified	1%	38%	5%	40%	16%
1986 Classified	4%	33%	4%	46%	15%
1990 Parttime	43%	3%	33%	20%	0%
116) The Learning Center.					
1990 Faculty	2%	17%	10%	48%	23%
1986 Faculty	0%	14%	11%	54%	20%
1990 Hourly	4%	40%	16%	34%	7%
1986 Hourly	11%	48%	9%	22%	11%
1990 Classified	1%	42%	4%	40%	14%
1986 Classified	7%	34%	3%	38%	18%
1990 Parttime	7%	50%	7%	23%	13%

	A	B	C	D	E
117) The Writing Lab.					
1990 Faculty	2%	36%	10%	39%	13%
1986 Faculty	3%	39%	6%	38%	14%
1990 Hourly	2%	65%	10%	17%	6%
1986 Hourly	24%	53%	4%	13%	7%
1990 Classified	12%	54%	1%	23%	10%
1986 Classified	18%	48%	4%	22%	8%
1990 Parttime	21%	55%	3%	14%	7%
118) The Math-Science Center.					
1990 Faculty	10%	52%	4%	19%	16%
1986 Faculty	5%	56%	4%	17%	19%
1990 Hourly	34%	54%	5%	5%	2%
1986 Hourly	41%	48%	1%	8%	2%
1990 Classified	12%	69%	2%	12%	5%
1986 Classified	20%	59%	2%	15%	5%
1990 Parttime	17%	57%	7%	17%	3%
119) The Tutorial Center.					
1990 Faculty	4%	21%	8%	38%	29%
1986 Faculty	3%	14%	8%	47%	27%
1990 Hourly	5%	42%	12%	28%	13%
1986 Hourly	19%	41%	9%	23%	9%
1990 Classified	6%	43%	4%	33%	14%
1986 Classified	10%	42%	3%	29%	17%
1990 Parttime	13%	43%	10%	23%	10%
120) The Nursing Learning Center. (The Auto-Tutorial Nursing Lab)					
1990 Faculty	52%	36%	2%	8%	3%
1986 Faculty	53%	32%	3%	7%	6%
1990 Hourly	56%	35%	5%	4%	0%
1986 Hourly	55%	38%	1%	4%	2%
1990 Classified	47%	36%	3%	9%	6%
1986 Classified	47%	35%	0%	12%	6%
1990 Parttime	53%	27%	10%	10%	0%

	A	B	C	D	E
121) The Testing/Assessment Center.					
1990 Faculty	6%	44%	4%	30%	16%
1986 Faculty	23%	45%	5%	18%	8%
1990 Hourly	21%	52%	7%	15%	5%
1986 Hourly	40%	43%	5%	10%	1%
1990 Classified	11%	39%	1%	25%	14%
1986 Classified	26%	41%	4%	18%	12%
1990 Parttime	23%	40%	7%	20%	10%
122) The Job Placement Center.					
1990 Faculty	1%	34%	4%	44%	17%
1986 Faculty	2%	42%	6%	32%	19%
1990 Hourly	11%	55%	12%	16%	6%
1986 Hourly	12%	58%	2%	22%	5%
1990 Classified	2%	33%	5%	44%	17%
1986 Classified	3%	34%	4%	39%	21%
1990 Parttime	7%	37%	10%	37%	10%
123) The Adult Re-Entry Center. (Listed as "New Horizons Center" in 1986)					
1990 Faculty	4%	62%	4%	26%	4%
1986 Faculty	3%	53%	3%	27%	13%
1990 Hourly	28%	59%	5%	5%	4%
1986 Hourly	36%	48%	2%	9%	5%
1990 Classified	4%	60%	5%	24%	7%
1986 Classified	9%	48%	6%	29%	9%
1990 Parttime	13%	53%	7%	20%	7%
124) The EOP/S Office Trailer.					
1990 Faculty	4%	49%	10%	27%	10%
1986 Faculty	6%	58%	10%	16%	10%
1990 Hourly	31%	56%	5%	7%	1%
1986 Hourly	37%	45%	4%	10%	4%
1990 Classified	5%	55%	10%	17%	13%
1986 Classified	15%	48%	12%	10%	5%
1990 Parttime	17%	50%	7%	23%	3%

		A	B	C	D	E
125)	The Transfer Center.					
	1990 Faculty	7%	42%	7%	34%	10%
	1986 Faculty	18%	51%	6%	18%	7%
	1990 Hourly	40%	46%	6%	5%	2%
	1986 Hourly	56%	33%	3%	8%	0%
	1990 Classified	15%	52%	4%	19%	10%
	1986 Classified	34%	46%	2%	15%	4%
	1990 Parttime	30%	43%	10%	13%	3%
126)	The Health Center.					
	1990 Faculty	1%	21%	4%	42%	33%
	1986 Faculty	3%	18%	3%	41%	35%
	1990 Hourly	6%	71%	2%	16%	5%
	1986 Hourly	12%	58%	4%	18%	8%
	1990 Classified	0%	30%	4%	47%	19%
	1986 Classified	5%	36%	2%	36%	20%
	1990 Parttime	3%	55%	7%	24%	10%
127)	The Financial Aid Office.					
	1990 Faculty	1%	33%	10%	42%	15%
	1986 Faculty	0%	38%	5%	36%	20%
	1990 Hourly	4%	76%	6%	13%	1%
	1986 Hourly	11%	65%	6%	13%	5%
	1990 Classified	1%	44%	7%	31%	18%
	1986 Classified	4%	38%	9%	31%	18%
	1990 Parttime	4%	61%	14%	14%	7%
128)	The Disabled Student Center.					
	1990 Faculty	3%	33%	0%	41%	23%
	1986 Faculty	4%	44%	2%	31%	19%
	1990 Hourly	21%	62%	6%	6%	5%
	1986 Hourly	34%	48%	4%	10%	4%
	1990 Classified	3%	48%	3%	30%	16%
	1986 Classified	13%	43%	0%	29%	15%
	1990 Parttime	13%	47%	7%	27%	7%

	A	B	C	D	E
129) Admissions and Records.					
1990 Faculty	0%	13%	10%	50%	27%
1986 Faculty	0%	7%	16%	47%	29%
1990 Hourly	27%	5%	54%	15%	0%
1986 Hourly	2%	31%	9%	42%	16%
1990 Classified	2%	19%	4%	39%	36%
1986 Classified	2%	26%	4%	38%	29%
1990 Parttime	3%	37%	7%	40%	13%
130) Academic Counseling. (Not included on 1986 survey)					
1990 Faculty	3%	16%	23%	38%	21%
1986 Faculty					
1990 Hourly	6%	48%	11%	26%	10%
1986 Hourly					
1990 Classified	6%	37%	12%	28%	17%
1986 Classified					
1990 Parttime	7%	50%	20%	20%	3%
131) Evening College Office. (Listed as "Extended Day Office" in 1986)					
1990 Faculty	2%	40%	5%	40%	13%
1986 Faculty	3%	29%	2%	44%	23%
1990 Hourly	27%	5%	53%	15%	0%
1986 Hourly	9%	33%	2%	36%	20%
1990 Classified	4%	46%	2%	36%	13%
1986 Classified	10%	32%	2%	27%	30%
1990 Parttime	10%	47%	10%	23%	10%
132) Career Center.					
1990 Faculty	2%	39%	8%	32%	19%
1986 Faculty	6%	43%	12%	27%	13%
1990 Hourly	12%	58%	7%	17%	5%
1986 Hourly	15%	60%	4%	15%	7%
1990 Classified	4%	47%	4%	31%	14%
1986 Classified	7%	48%	6%	23%	16%
1990 Parttime	10%	43%	17%	27%	3%

	A	B	C	D	E
133) ESL Office.					
1990 Faculty	7%	52%	7%	25%	10%
1986 Faculty	22%	53%	3%	15%	8%
1990 Hourly	26%	58%	5%	10%	1%
1986 Hourly	24%	44%	2%	17%	13%
1990 Classified	16%	54%	3%	20%	9%
1986 Classified	26%	49%	2%	18%	7%
1990 Parttime	10%	50%	17%	17%	7%
134) Montrose Campus.					
1990 Faculty	0%	67%	1%	24%	9%
1986 Faculty	2%	71%	2%	14%	11%
1990 Hourly	15%	63%	5%	9%	9%
1986 Hourly	11%	55%	2%	17%	15%
1990 Classified	4%	55%	5%	25%	10%
1986 Classified	5%	53%	0%	26%	16%
1990 Parttime	7%	45%	14%	24%	10%
135) Adult Education.					
1990 Faculty	1%	62%	2%	23%	13%
1986 Faculty	2%	60%	6%	25%	6%
1990 Hourly	9%	73%	6%	10%	3%
1986 Hourly	8%	45%	3%	22%	23%
1990 Classified	4%	48%	1%	32%	15%
1986 Classified	5%	39%	3%	34%	19%
1990 Parttime	7%	27%	13%	40%	13%
136) Short-term Vocational Training Program (JTPA).					
1990 Faculty	28%	46%	2%	12%	9%
1986 Faculty	40%	44%	4%	7%	5%
1990 Hourly	58%	33%	6%	1%	1%
1986 Hourly	52%	33%	3%	8%	4%
1990 Classified	20%	55%	4%	11%	11%
1986 Classified	27%	45%	0%	18%	10%
1990 Parttime	35%	41%	10%	7%	7%

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